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ABSTRACT

A project was undertaken to update a handbook entitled "Promising Practices in Oregon Career and Vocational Education" (ED 130 140), which covered the vocational research and exemplary projects conducted during fiscal years 1970 through 1975. (An update was published previously for fiscal 1976--see ED 145 143.) Twenty such projects conducted during fiscal 1977/78 were identified for possible inclusion and were then judged according to significance of educational problem, effectiveness of performance, and transportability. Out of the twenty, eight were found to satisfy these requirements and were included in the handbook update. The educational levels impacted ranged from elementary to postsecondary, and the areas impacted included career awareness, exploration, and specialization. besides thorough documentation, the eight chosen projects were characterized by staff commitment and continuity of key project staff. Other innovations considered "promising practices" focused on handicapped students and the reduction of sex bias and sex-role stereotyping. Based on the selection process, it was concluded that (1) greater attention needs to be paid to planning, implementing, and managing projects and their evaluation; (2) adequate documentation is required; (3) more projects would have qualifited if they had accomplished all of their objectives; (4) funding of $5,000-$15,000 appears to provide optimum results; and (5) more projects should address the needs of the handicapped and disadvantaged and should provide documentation to substantiate efforts to reduce sex bias and sex-role stereotyping. (ELG)

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FINAL REPORT

UPDATING PROMISING PRACTICES IN OREGON CAREER AND VOCATIONAL EDUCATION

GRANT NUMBER 50-004-243

PROJECT DIRECTOR

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CORVALLIS, OREGON

February 28, 1979

DEPARTMENT OF EDUCATION
CAREER AND VOCATIONAL EDUCATION SECTION

EXEMPLARY PROGRAMS

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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A B S T R A C T

TO BE COMPLETED BY PROJECT DIRECTOR/PRINCIPAL INVESTIGATOR

Project Title: Updating Promising Practices in Oregon Career and Vocational Education

Project Director/Principal Investigator and Organization: Larry J. Kenneke, Vocational-Technical Education Division, School of Education, Oregon State University

Funding Period: September 16, 1978 (From) through January 31, 1979 (To)

NUMBER OF STUDENTS AFFECTED: NA NUMBER OF STAFF AFFECTED: 14

OBJECTIVES:

The purpose of the project was to review vocational research and exemplary projects conducted during Fiscal Years 1977 and 1978 and to document all Promising Practices that were identified.

PROCEDURES:

Procedures and instrumentation for conducting the review of vocational research and exemplary projects and the identification and documentation of Promising Practices developed during prior projects were used with minor modifications. This included the recording of data in existing documentation on the vocational research and exemplary projects, on-site data collection, and the documentation and production of Promising Practic

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL EDUCATION:

Information about successful vocational research and exemplary projects funded under the auspices of Parts C and D of the Vocational Education Amendments of 1968 (PL 90-576) will be readily accessible for use by potential adopters in Oregon and elsewhere.

PRODUCT(S) TO BE DELIVERED:

Two outputs were produced by this effort: (1) Materials necessary for updating the existing Handbook, including descriptions on the 1977-78 Promising Practices and upgraded index and table of contents; and (2) a final report which includes summary descriptions of the new Promising Practices.

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Approved Contract . . . . . .State Contract No.: _____

In-House. . . . . .State Project No.: _____

Source of P.L. 94-482 Funds:

_____ Sec. 131: $_____ Charged to Fiscal Year _____

_____ Sec. 132: $_____ Charged to Fiscal Year _____

_____ Sec. 133: $_____ Charged to Fiscal Year _____

_____ Other: _____ _____ Charged to Fiscal Year _____
(Source) (Amount)

(Optional Interim Use 10-77)

A. BACKGROUND

STATEMENT OF THE PROBLEM

Under the auspices and guidance of the Oregon Department of Education, Oregon State University's Vocational-Technical Education Division reviewed vocational research and exemplary projects conducted in Oregon during fiscal years 1970 through 1975. Promising Practices that were developed during these projects were identified, and information on them compiled in a document called Promising Practices in Oregon Career and Vocational Education (hereinafter referred to as the Handbook). A methodology to conduct the review of projects and the designation of Promising Practices was developed and tested by Oregon State University's project staff. The OSU Vocational-Technical Education Division reviewed projects that were funded up to FY 1975 and then updated the Handbook in the spring of 1977 for projects conducted during fiscal year 1976.

Additional research and exemplary projects have been conducted under the auspices of Parts C and D of Public Law 90-576 since fiscal year 1975-76, the last year in which projects were reviewed. Projects conducted since then should be reviewed for Promising Practices and descriptions of those identified as Promising Practices should be added to the Handbook.

OBJECTIVES

The purpose of this effort was to update the Handbook, Revised Edition June 1977, by reviewing twenty research and exemplary projects conducted in Oregon under the auspices of Subpart 2, Part A, of the Vocational Education Amendments of 1976 (Title II, Public Law 94-482). These projects were conducted during fiscal years 1977 and 1978. Information on Promising Practices identified as a result of the review process was compiled and prepared for distribution as an update to the Handbook. More specifically, this project produced by

February 28, 1979, five hundred (500), three-hole punched, collated copies inserted in envelopes (approximately 9" by 12") for distribution and the camera-ready copy of the following materials:

1. Title page showing that the Handbook has been updated (i.e., Revised February 1979);
2. "Table of Contents" that includes the Promising Practices developed during Fiscal Years 1977-78;
3. Individual descriptions of Promising Practices created in Oregon during Fiscal Years 1977 and 1978;
4. "See Also" pages for the "Career Exploration," "Career Preparation," and "Career Specialization" sections, as needed;
5. "Index" including the Fiscal Year 1977-78 Promising Practices;
6. "Glossary" of additional terms as needed to define Promising Practices; and
7. Detailed instructions for updating the June 1977 edition of the Handbook with the Fiscal Year 1977-78 Promising Practices.

In addition to the outputs described above, ten copies of a final report were submitted to the Oregon Department of Education by February 28, 1979. The final report contains the following information:

1. Abstract.
2. Background - a summary of the problem and objectives of this project.
3. Major accomplishments - a summary of the degree to which tasks were met, major activities accomplished, and major problems encountered.
4. Summary and conclusions - a summary of the findings of this study and the conclusions that can be drawn from this information.
5. Recommendations - a summary of policy recommendations on vocational research and exemplary projects based on this project's conclusions.
6. Budget Recapitulation as an addendum to the above.

B. MAJOR ACCOMPLISHMENTS

The process and materials used to conduct the review and compile and reproduce the outputs are prescribed in detail in the document A Review of Vocational Research and Exemplary Projects Conducted in Oregon During Fiscal Years 1970-(1975) under the Auspices of Parts C and D of the Vocational Education Amendments of 1968 (P.L. 90-576): A Technical Report (Dille, Suzuki, Kenneke and Pence, June 1976, pp. 6-16). This document contains a description of the methodology and findings of the initial review of vocational research and exemplary projects and the compilation and printing of the resulting Handbook.

The duration of this project was September 16, 1978 to February 28, 1979.

1. The project staff reviewed the available documents on twenty projects and recorded pertinent information on the Innovations Information Form.
2. With the assistance of the Coordinator for Applied Research, the project staff contacted twenty selected research and exemplary projects and arranged a telephone interview and, if necessary, an on-site visit with each. If the telephone interview with a site indicated the potential existence of a Promising Practice, staff members visited the project to confirm the information contained in the available documentation on the project and to acquire additional information as needed.
3. Using the collected information, the project staff compared each of the products and processes identified in the twenty vocational research and exemplary projects to the selection criteria.
4. A description of each Promising Practice was prepared by the project staff (see Attachment A). The title page, table of contents, "See Also", index, glossary and detailed instructions for upgrading the Handbook were also prepared.

5. The management team for this project organized a steering committee. The project staff sent a copy of the materials for upgrading the Handbook to each member of the steering committee. The project staff then convened a meeting of the steering committee. During the meeting, members of the steering committee reviewed the proposed materials and recommended revisions as necessary. The steering committee also decided whether or not a questionable product or process should be designated a Promising Practice.
6. The project staff made necessary revisions to the upgrading materials based on the recommendations and decisions of the steering committee. The project staff then prepared camera-ready copies of the materials, reproduced the requisite numbers of them, and transmitted the printed materials to the Coordinator of Applied Research.
7. The project staff prepared a draft of the final report. A copy of the draft was provided to the Coordinator of Applied Research for review and comments. The project staff incorporated the comments and prepared the report for reproduction. Copies of the report were then transmitted to the Coordinator for Applied Research.

A management team was responsible for making major decisions on the direction of this project. The management team consisted of the project's co-directors and the Coordinator for Applied Research.

The management team organized a steering committee. The steering committee consisted of the following persons:

a. Dissemination specialist(s) of the Oregon Department of Education
b. Program specialist(s) of the Career and Vocational Education Section of the Oregon Department of Education, and
c. Three members jointly selected by the Coordinator of Applied Research and the Contractor.

The Coordinator for Applied Research served as an ex officio member of the steering committee. (See Appendix B for names of the committee members.)

MAJOR PROBLEMS

One major problem confronted the project staff as they attempted to perform their tasks. This problem centered about lack of documentation on eight projects. These projects had not submitted final reports and/or products to the Department of Education on schedule. Therefore, the Department was unable to process this documentation in a manner which facilitated a timely review by the promising practices update staff. All final documentation was eventually made available to the review project staff. However, this delay resulted in the update project not being able to meet its target dates. An extension of time (without additional funding) was requested from the Department of Education. The extension was granted and all projects were eventually reviewed as contracted.

C. SUMMARY AND CONCLUSIONS

SUMMARY

Twenty vocational research and exemplary projects, conducted during fiscal year 1977-78 were reviewed during this project (see Table 1). For the purposes of this project, practices were defined as: products and/or processes that addressed a significant career development problem. A project was a funded activity that could require one or more years to produce a practice. In some cases, a practice could be produced through a research (Part C of P.L. 90-576) or exemplary (Part D) effort or a combination of research and exemplary projects or a combination of exemplary projects.

Of the twenty projects examined, eight were judged to meet a significant educational problem, to perform effectively, and to be transportable (see Table 2). Those eight practices were included in the Handbook. Twelve practices were judged insufficiently documented or lacking in evidence and were not included in the Handbook.

As can be seen from Table 3, the Practices included in the Handbook addressed the career awareness, exploration, and specialization levels. Three Practices included in the Handbook addressed multiple career development levels.

Table 4 shows the educational level at which each of the Promising Practices intended to impact on. Two Practices impacted on the elementary level, one on the high school, and three on community college. Two practices impacted on multiple levels. Table 5 illustrates the number of Practices included in the Handbook by career development level and by impact level. One career awareness Practice impacted the elementary level while one exploration Practice each impacted the high school, community college, and multiple levels. One specialization practice impacted the community college level. One multiple level also impacted the community college level. Two multiple career development level Practices influenced more than one impact level.

Table 1. Location of Vocational Research and Exemplary Projects Reviewed During This Project.

Agency/Institution	Projects Reviewed	Location
Jackson County ESD	1	Medford
Clackamas County ESD	1	Marylhurst
Linn Benton ESD	2	Albany
Lane County ESD	1	Eugene
Marion County ESD	1	Salem
Chemeketa Community College	2	Salem
Lane Community College	2	Eugene
Linn Benton Community College	1	Albany
Mt. Hood Community College	1	Gresham
Portland State University	1	Portland
Oregon State University	1	Corvallis
Personnel Development Center	1	Portland
Taft Jr.-Sr. High Schools	1	Lincoln City
Parkrose Public Schools	1	Portland
Portland Public Schools	1	Portland
Scio High School	1	Scio
Springfield Jr. High School	1	Springfield

Table 2. Number of Practices in Each Selection Category

Selection Category	Number of Practices
Included in Handbook	4
Included with Reservation	4
Not Included	12
Total	20

Table 3. Number of Practices by Career Development Level and by Whether or Not the Practice is Included in the Handbook

Career Development Level		Inclusion in Handbook Yes	No	Total
Career Awareness	No.	1		1
Career Exploration	No.	3	4	7
Career Preparation	No.			
Career Specialization	No.	1	3	4
More Than One	No.	3	5	8
Total	No.	8	12	20

Table 4. Number of Practices Included in the Handbook by Each Impact Level

Impact Level	Number of Practices
Elementary	2
Middle/Junior High	
High School	1
Community College	3
More Than One	2
Total	8

Table 5. Number of Practices Included in the Handbook by Career Development Level and by Impact Level

Career Development Level	Impact Level					
	Elementary	Middle/ Junior High	High School	Community College	More Than One	Total
Career Awareness	1					1
Career Exploration			1	1	1	3
Career Preparation						
Career Specialization				1		1
More Than One Level				1	2	3
Total	1		1	3	3	8

Table 6. Number of Practices Included in the Handbook by Funding Source

Selection Category	Source of Funding	
	Research No.	Exemplary No.
Practice Included in Handbook	2	6
Practice Not Included in Handbook	5	7
Total	7	13

Table 7. Funding Levels for Practices Included in Handbook by Funding Source

Selection Category	Funding Level	
	Research	Exemplary
Practices Included in Handbook	7,500	9,800
	2,500	15,000
		9,957
		10,000
		11,500
		10,000
Practices Not Included in Handbook	10,979	2,011
	11,805	52,698
	9,021	10,000
	967	16,000
	7,250	8,000
		6,451
		15,000

Fiscal Characteristics

Six Practices produced with exemplary funds were included in the Handbook (Table 6). Seven Practices produced with exemplary funds were not included in the Handbook. Two Practices developed with research funds were included in the Handbook. Five Practices developed with research funds were not included in the Handbook.

Table 7 shows funding levels for Practices included in the Handbook by funding source. The eight Practices included in the Handbook received total funding of $76,257. Two practices were funded for a total of $10,000 from research funds. Six Practices received a total of $66,257 from exemplary funds.

Table 8 shows the number of Practices at each funding level by funding source and by whether or not the Practices were included in the Handbook. Two research projects were included in the Handbook; one within the 0 to $4,999 range and the other in the $5,000 to $9,999 range. Six exemplary projects were included in the Handbook; two in the $5,000 to $9,999 range, three in the $10,000 to $14,999 range, and one in the $15,000 to $19,999 range. One Practice was included in the Handbook which was developed in a project receiving funding for two or more fiscal years (Table 9).

Two Practices included in the Handbook were developed under contract with a public school district (Table 10). Two of the Practices included in the Handbook were developed under contract with a community college. One Practice included in the Handbook was developed by an institution of higher education. Three Practices were developed by education service districts.

Development, Evaluation, and Documentation of Practices

The adequacy of the methodologies used to develop and evaluate practices varied widely among projects. The methodologies tended to be generally less than adequate. Nearly all projects implicitly or explicitly intended to affect student behaviors; but few could provide evidence that students ultimately

Table 8. Number of Practices at Each Funding Level by Funding Source and by Whether or Not the Practices Were Included in the Handbook

Funding Level (in $)	Funding Source: Research Yes	Research No	Exemplary Yes	Exemplary No
0-4,999	1	1		1
5,000-9,999	1	2	2	2
10,000-14,999		2	3	1
15,000-19,999			1	2
20,000-24,999				
25,000-29,999				
30,000+				1
Total	2	5	6	7

Table 9. Number of Practices Funded for One or Two or More Years by Selection Category

Selection Category for Practice	Number of Years Funded: One No.	Two or More No.
Included in Handbook	7	1
Not Included	12	
Total	19	1

Table 10. Number of Practices in the Handbook by Contracting Agency

Contracting Agency	Number of Practices
Public School	2
Community College	2
University	1
ESD	3
Total	8

benefited from the Practices that were developed. Of the eight Practices included in the Handbook, few had quantitative evaluative data on student achievement. Furthermore, for many of the Practices, the only evidence of effectiveness was the degree to which the developmental methodology used appeared to be adequate.

It was assumed that a practice was more transportable to another environment if its documentation was complete. That is, there appeared to be a relationship between the availability of a practice or its description in hard copy and the degree to which another institution or agency could adopt it. The degree to which practices were communicable through means other than word of mouth varied among projects. By definition, all practices included in the Handbook are communicable (Table 11). Most of these were adequately documented in addition to having individuals willing and able to discuss the practices with interested persons.

Documentation on the development of practices included proposals, quarterly or interim reports, and final reports. However, the existence of documentation and the adequacy of available documentation varied markedly among practices. Staff members of the Oregon Department of Education were more than willing to assist this project's staff in their efforts to acquire needed documentation. However, a large amount of information had to be collected during field visitations.

Although not conclusive, it appears that the eight practices could be characterized in other ways. A majority of the staff members interviewed indicated that staff commitment, whether it involved the availability of staff time, teachers' attitudes and/or administrators' attitudes, was a key condition to the success or failure of a developmental effort. They further indicated that continuity of key project staff is essential to success. When there were changes in key project staff, difficulties resulted in completion of contracted activities.

Handicapped and Disadvantaged

The number of Practices developed specifically to resolve the needs of handicapped and disadvantaged students is shown in Table 12. One project developed an innovation that sought to resolve the needs of handicapped students. This innovation was included in the Handbook as a Promising Practice. One other project developed an innovation that sought to minimize the needs of disadvantaged students. It was not, however, deemed a Promising Practice.

Sex Bias and Sex Role Stereotyping

Eight innovations deemed Promising Practices addressed the issue of reducing sex bias and sex role stereotyping (Table 13). One Practice attempted to reduce these concerns at the career awareness level. Three Practices addressed sex bias and sex role stereotyping at the exploration and multiple levels.

These concerns were addressed by one Practice developed at the specialization level. No Practices were included in the Handbook which addressed these issues at the preparation level. Twelve projects not included in the Handbook also addressed these concerns.

Promising Practices Perspective

Table 14 shows the number and percentage of Practices included in the Handbook from 1976-77 to February 28, 1979. The first edition of the Handbook contained forty Practices. Sixty-six projects were reviewed in order to identify these Practices. The first Handbook update saw three Practices selected from among eight projects that were reviewed. The latest review effort resulted in eight Practices being selected out of the twenty projects reviewed. A total of fifty-one Practices have been identified out of ninety-four projects that were reviewed (54.2%).

Table 11. Number of Practices by Level of Communicability of the Practice

Communicability of Practice	Practice Included in Handbook Yes	No	Total
Yes	6		6
Partial	2		2
No		12	12
Total	8	12	20

Table 12. Number of Practices Aimed Directly at Resolving the Needs of Handicapped and Disadvantaged Students

Students	Practices Included in Handbook Yes	No	Total
Handicapped	1		1
Disadvantaged		1	1
Total	1	1	2

Table 13. Number of Practices Reportedly Aimed at Reducing Sex Bias and Sex Role Stereotyping by Career Development Level

Career Development Level		Practices Included in Handbook Yes	No	Total
Awareness	No.	1		1
Exploration	No.	3	4	7
Preparation	No.			
Specialization	No.	1	3	4
More Than One	No.	3	5	8
Total	No.	8	12	20

Table 14. Number and Percentage of Practices Included in Handbook 1976-79

	Inclusion in Handbook Yes		No		Total
	No.	%	No.	%	No.
1976	40	60.6	26	39.4	66
1977	3	37.5	5	62.5	8
1979	8	40.0	12	60.0	20
Total	51	54.2	43	45.8	94

CONCLUSIONS

The following are conclusions pertinent to the funding of vocational research and exemplary projects. They are based on the findings previously described and on the reflections by project staff members as a result of experiences during the conduct of this project:

1. Greater attention needed to be paid to the planning, implementation, and management of projects and the designing and implementation of project and program evaluations.
2. Greater emphasis needed to be given to preparation of final reports and products, e.g. form and format, writing style, grammar, sentence structure, etc.
3. More practices would have been designated as "Promising" if means were available for communicating them to others. Inadequate documentation and unavailability of material were primary deterrents to the communication of practices.
4. More practices would have been designated "Promising" if all objectives and/or activities specified in the proposal had been accomplished.
5. Projects funded at $5,000 through $15,000 appeared to provide optimum results. Projects funded at less than $5,000 tended to be less than successful. Funding at more than $15,000 did not markedly improve the potential of a project to produce a Promising Practice.
6. Elements that contribute to the success of a funded endeavor center about staff commitment, e.g. availability of staff time, teachers' attitudes, and/or administrators' attitudes and continuity of key project personnel.
7. Few projects directly addressed the resolution of needs of the handicapped and disadvantaged student.

8. All projects addressed the issue of sex bias and sex role stereotyping. More innovations would have been designated "Promising" if better documentation were available to substantiate efforts at reducing sex bias and sex role stereotyping.

D. BUDGET RECAPITULATION

TITLE OF PROJECT UPDATING PROMISING PRACTICES IN OREGON CAREER AND VOCATIONAL EDUCATION

	TOTAL COSTS	LOCAL COSTS	FEDERAL COSTS
A. 1000 Instruction			
100 Salaries	3,703.00	369.00	3,334.00
200 Employee Benefits	666.00	66.00	600.00
300 Travel	333.00		333.00
Other Purchased Services . . .	347.00		347.00
400 Supplies			
Instruction Subtotal			
B. 2210 Improvement of Instructional Services			
100 Salaries			
200 Employee			
300 Travel			
Other Purchased Services . .			
400 Supplies			
Improvement of Instructional Services Subtotal			
C. 2220 Educational Media Services			
100 Salaries			
200 Employee Benefits			
300 Purchased Services			
400 Supplies			
Educational Media Services Subtotal			
D. 2500/2600 Support Services Business/ Central			
Indirect Cost @ 8 %	1,569.00	1,200.00	369.00
Support Service Business and Central Subtotal			
E. Other (include explanation). . . .			
Other Subtotal			
Column Total	6,618.00	1,635.00	4,983.00

E. RECOMMENDATIONS

Based upon the findings of the review project, the following recommendations are offered:

1. Encourage project personnel to develop basic written communication skills, e.g. how to briefly and logically convey project objectives, accomplishments, problems, etc.
2. Incorporate third-party evaluation as early as possible and as an integral part of the project's planning stage as well as the developmental stage.
3. Provide technical assistance for practitioners wishing to submit proposals to include all aspects of writing, implementing, documenting, and evaluating funded proposals.
4. Provide technical assistance to potential grantees on product and process evaluations and on the importance of securing valid evidence on student and/or staff performance.
5. Establish clearly defined criteria for the selection and awarding of funds with emphasis on final reports and products.
6. Provide technical assistance to grantees in the following areas: using third-party evaluators, conducting self assessments, and planning and managing programmatic efforts.
7. Provide an update of the entire Handbook (1970-Present).
8. Establish policies/procedures whereby more project directors are encouraged to meet established deadlines.
9. Establish policies/procedures whereby changes in key personnel at funded project sites are reported immediately to the sponsor so appropriate action can be taken to ensure completion of said projects in accordance with contracted objectives and timelines.

10. Encourage more contractors to incorporate components into their proposals which address the needs of handicapped and disadvantaged students.
11. Encourage contractors to provide better documentation of their efforts to reduce sex bias and sex role stereotyping.

APPENDICES

PROMISING PRACTICE: Utilizing Parent and Community Resources for Program Development in the Elementary Grades K-6

Lane County IED

GROUPS INVOLVED:
- Teachers, K-6
- Students, K-6
- Parents
- Community

PURPOSE:
- Staff Development
- Curriculum Development

EMPHASIS:
- Career Exploration
- Inservice
- Instructional
- Community Resources

GROUP SIZE:
- 96 teachers
- 14 schools
- 2,400 students

ENVIRONMENT:
- Large and small schools
- Urban and rural and suburban

RESOURCES USED:
- Selected teachers for writing team
- Cadre members for inservice training
- Consultants: SDE
- 14 Field-test Sites

MATERIALS DEVELOPED:
- Our Community Belongs to Us, But We Share

EVALUATION:
- Field tested

To more effectively utilize parent and community resources, this project was developed to help teachers identify ways to involve the community and parent in meeting curriculum goals of a school program and reciprocally, to help parent and community people in seeing where and how they fit into the classroom picture. A Handbook was developed around goals identified as being necessary for students to attain. They are 1) students will demonstrate their ability to use their community effectively, 2) students will inventory available consumable and non-consumable resources in their immediate environment, 3) students will plan. participate in, and evaluate community-based activities.

MATERIALS DEVELOPED: An implementation and curriculum handbook entitled Our Community Belongs to Us, But We Share was developed. The handbook consists of an administrator's orientation booklet and tape, teacher's implementation guide, a set of 44 interdisciplinary classroom activities, samples of resource tools, a listing of available free or inexpensive resource material within the state, and a brochure and sampler for advertising purposes.

The materials are available for sale through the Continuing Education Publication Department on a cost-recovery basis. It is strongly urged that inservice training be included in the dissemination and use of the community resource handbook. Cadre members throughout the state are available to conduct inservice training.

PROJECT BACKGROUND: Recent interest in the community school concept has resulted in growing emphasis on parent and community input into the classroom setting. It was the intention of this project to adopt, wherever possible, the methods of the community school in involving community resources to the structure of the traditional school.

This transportable model can assist large and small schools in both rural and urban settings in the involvement of their resource communities in their existing programs without changing their basic administrative or educational philosophies. Procedures were formulated to develop, evaluate, revise, and disseminate the handbook within an eighteen month period of time. Ninety-six classroom teachers representing 14 schools around the state along with approximately 2,400 students in grades K-6 field tested the material.

FOR FURTHER INFORMATION, CONTACT:

Resource Center
Oregon Department of Education
942 Lancaster Drive N.E.
Salem, OR 97301

PROMISING PRACTICE: A Means of Infusing Career Education Into Language Arts and Science Programs

Marion County Educational Service District

GROUPS INVOLVED:
- Teachers
- Students K-6
- Cadre Members

PURPOSE:
- Program Development

EMPHASIS:
- Staff Inservice
- Guidance
- Career Exploration

GROUP SIZE:
- 100 Teachers/Year

ENVIRONMENT:
- Large and small schools
- Urban and rural

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
- Cadre of teachers
- Task Force Committee: ODE
- Local educational personnel
- Representative from higher education

MATERIALS DEVELOPED:
- Career Awareness Exploration Curriculum Kit

EVALUATION:
- Third party
- Participant feedback
- Peer evaluation
- No student performance data

In recent years an attempt has been made to infuse career education into existing curriculum areas. However, a minimum amount of work has been done in language arts and science areas at the high school level. In response to this need, competencies were identified, instructional packages developed, and cadres of master teachers were trained for the purpose of assisting language arts and science teachers to infuse career education into their curriculum.

The key to this entire process involved identifying and training cadres in each of these curriculum areas. These cadres consisting of specially selected teachers were trained to plan, organize, and evaluate inservice workshops dealing with the identified career education competencies for language arts and science teachers. In addition, these teachers are able to provide counsulting services to local school personnel.

MATERIALS DEVELOPED: The project staff developed seven career education instructional materials packages for use by the "cadre" members. These materials, Career Awareness Exploration Curriculum Kits, contain sample activities that secondary language arts/science teachers can use to infuse concepts into their discipline. A cadre of teachers are available to provide inservice training in implementing the materials.

Order forms and announcements are available through Continuing Education Publications Department (1633 S. W. Park Avenue, P. O. Box 1491, Portland, Oregon 97207).

PROJECT BACKGROUND: Initially a group was brought together consisting of Oregon Department of Education personnel from Career Education, Basic Education (Language Arts and Science), and Guidance and Counseling; local educational personnel representing the curriculum areas of language arts and science, career education, and administration; and a representative from higher education. This Task Force developed competencies needed by language arts and science teachers to infuse career education into their curriculum areas.

Based on the final competencies identified by the Task Force, instructional materials were written and cadre members were trained.

FOR FURTHER INFORMATION, CONTACT:

Resource Center
Oregon Department of Education
942 Lancaster Drive N.E.
Salem, Oregon 97301

PROMISING PRACTICES: A Model for Career Exploration Work Experience

Parkrose School District

GROUPS INVOLVED:
Students, grades 8, 9, 10
Teachers, grades 8, 9, 10

PURPOSE:
Career Exploration

EMPHASIS:
Exploratory Work Experience
Economics of Work
Social Studies

GROUP SIZE:
6 Teachers/year
400 Students/year

ENVIRONMENT:
Urban School District

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
Aide

MATERIALS DEVELOPED:
Implementation Guide
Handbook for Teachers

EVALUATION:
Third Party
No Student Data

In order to facilitate on-site career exploration in suburban and urban schools, the Parkrose school district developed an exploratory work experience model. The model is composed of two types of exploratory work experiences: 1) a one-day observational experience, which is an opportunity to observe people at work doing the tasks and practicing those skills which are required of the occupations observed; and 2) hands-on experience in which the student is given the opportunity to participate in the activities which require the use of skills required of a particular occupation. The three-day hands-on experience involves the employer and the school in a dual educational endeavor in which practical experiences are offered the student. The kinds of duties the students will be able to perform will be determined by the restrictions established by child labor laws and the business's insurance restrictions.

MATERIALS DEVELOPED: The Handbook details each phase of the program. Items and materials from the handbook are such that they may be used in total or apart from the program and adapted to suit particular needs of teachers. Included in the handbook are procedural suggestions, lessons, and additional forms, brochures, etc., which will provide classroom teachers with methods and techniques for dealing with problems and situations of a similar nature to those encountered in the originating district.

An Implementation Guide describes program adoption/adaptation processes and procedures. It contains many forms needed to implement both the one-day and three-day work experiences. The Guide further includes information on planning, budgeting, and organizing work experiences. An entire section addresses legal issues, e.g. minimum wage laws, child labor laws, wage and hour rules, insurance, etc. These materials may be secured through the Resource Center at the Oregon Department of Education.

BACKGROUND: Since 1972 the Parkrose School District has vigorously pursued a career exploration program for all its youth. The more recently conceived exploratory work experience created new problems. Because it involves a number of short experiences in many different settings, all without pay, problems of transportation, insurance, class scheduling, and many others must be overcome to provide these experiences. Additionally, the large numbers of students needing such experiences in the urban setting does place a heavy burden upon the local business, industry, and governmental community. In an effort to solve these problems, staff members studied Federal and State legislation to determine required legal steps in conducting such programs for minors. They then determined if the conceptual framework of exploratory work experience is built around legal and physical needs. Other programs were reviewed to determine alternative program components and procedures. Efforts were made to eliminate sex-bias and sex-role stereotyping. The conceptual model was altered to incorporate the "best" of that which was found to be relevant.

FOR FURTHER INFORMATION CONTACT:

Max Brunton
Parkrose Public Schools
10636 N. E. Prescott Street
Portland, Oregon 97220

PROMISING PRACTICE: A Means for Mainstreaming Handicapped Juniors and Seniors into the (CE)2 Curriculum

Jackson County Education Service District

GROUPS INVOLVED:
Students, grades 10, 11, 12

PURPOSE:
Mainstreaming

EMPHASIS:
Disadvantaged
Handicapped
Experience-Based Career Exploration
Alternative School Program

GROUP SIZE:
5 students/year
1 learning manager/year

ENVIRONMENT:
ESD
Urban, Rural School Districts

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
Learning Manager
Community Learning Sites

MATERIALS DEVELOPED:
Modified Individualized Education Plan (IEP)

EVALUATION:
Third Party
Limited student performance data

In an effort to increase the socialization of handicapped young adults, the staff of the Jackson County Education Service District developed and implemented a project that provided special assistance and placement to this client group.

The handicapped project of the (CE)2 program was a test of the feasibility and efficacy of using (CE)2 as the career education vehicle for severely handicapped students including those with intellectual, emotional, hearing, speech, visual, or orthopedic handicaps. The project also investigated the possible use of a computerized records management system.

The program provides experience based career exploration opportunities for high school juniors and seniors. The students are given instruction in job survival skills such as how to interview for a job and then placed with employers in the community in non-remunerative jobs of two-week duration. They are encouraged to sample jobs from each of three categories--those dealing with data, people, or things--and may subsequently arrange for longer, more indepth experiences. The instructional staff members, called learning managers, have duties that include locating and arranging for job sites, counseling with students and helping them plan their programs to insure that they meet the competency requirements of their home schools, and supervising the students' work experiences. Five disadvantaged and handicapped students were mainstreamed into the (CE)2 curriculum, which is an alternative school program.

MATERIALS DEVELOPED: A standard individualized education plan (IEP) was adapted to fit (CE)2 needs. The purpose of this form is to provide staff with an outline of material to be covered during development of an individualized education program. Specific items cover procedure and content for initiating, changing, or terminating education services. Copies of the IEP are available through the Jackson County (CE)2 program office.

BACKGROUND: The Jackson County Education Service District has been involved in an alternative school program replication of the (CE) 2 model piloted in Tigard, Oregon. The (CE)2 Program in Jackson County serves eight (8) school districts and is rural in its geographic setting. The vocational State Advisory Council Report of 1976, the All Handicapped Act, Part B, #PL 94-142 recommends further cooperation between school and community. The (CE)2 is an EBCE or Experience-Based Career Education program where the primary process is placing students within the community for 50 percent of their schooling. The (CE)2 program can be adapted to become the only avenue to graduation from the home school or it can become a partial assist to the home school. In either case, the program is individualized. Because the use of community sites is the key to the (CE)2 program, and because severely handicapped youngsters need special placement that takes considerable time and maintenance, this project addressed itself to the education of this client group.

FOR FURTHER INFORMATION, CONTACT:
Dr. Vincent A. Gallo
Project Director (CE)2
Jackson County Education Service District
Medford, Oregon

PROMISING PRACTICE: A Unified Approach to Career Guidance Program Development in Secondary Schools

Portland School District

GROUPS INVOLVED:
Counselors - Secondary
Administrators - Secondary
Students - Secondary

PURPOSE:
Staff Development

EMPHASIS:
Career Guidance
Counseling
Career Concepts

GROUP SIZE:
Counselors/Administrators 85/year
Project Coordinator

ENVIRONMENT:
Large, Urban School District

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
1 Guidance Specialist and Consultant

MATERIALS DEVELOPED:
Adopter's Guide

EVALUATION:
Third Party

A new spirit towards counseling in the secondary schools has been achieved by Portland education personnel through the vehicle of CAREER GUIDANCE. This spirit was achieved through a process and activities which helped people understand that career guidance is counseling and guidance. Strategies were developed which facilitated cooperative effort of counselors, teachers, and administrators toward upgrading counseling and guidance programs and services through career concepts. Plans were developed for infusing career guidance into the counseling and guidance programs and service areas of various district secondary schools. Extensive inservice and staff development opportunities were provided for administrators and counselors. The results of these and other activities are documented in a publication titled, An Adopter's Guide.

MATERIALS DEVELOPED: An Adopter's Guide describes the fundamental steps necessary to understand, plan, develop and implement a unified approach to career guidance and counseling and program development in secondary schools. The guide is composed of sections which describe the philosophy, goals, objectives, activities, and strategies required for implementation of this practice. It provides a step-by-step procedure on how to formulate a plan of action. The guide further contains sections which describe functions of the coordinator, accomplishments of the project, who can participate in the process, and basic career guidance competencies.

PROJECT BACKGROUND: This practice is an outgrowth of a two phase project. The first phase conducted during the 1976-77 school year involved twenty counselors from ten secondary schools. Participants sought to develop and implement strategies which would enable counselors to improve the involvement of their counseling departments in a cooperative effort to upgrade the career guidance and counseling programs of their schools. The purpose of the second phase (1977-78) was to implement strategies for change that were identified as successful during the 1976-77 phase. The second phase provided major inservice and staff development opportunities for school counselors and administrators. A student needs assessment survey was administered to over 10,000 students in the district's schools. Information derived from this study provided a data base for determining student-stated career priorities.

FOR FURTHER INFORMATION AND COPIES OF THE ADAPTER'S GUIDE, CONTACT:

Louise Lothspeich
Brooklyn Elementary School
3830 S. E. 14th
Portland, Oregon 97202

PROMISING PRACTICE: Increasing Career Awareness of Adults Through the Use of Audio-Visual Materials

Lane Community College

GROUPS INVOLVED:
- Counselors, 13+
- Teachers, 13+
- Students, 13+

PURPOSE:
- Career Awareness/ Exploration

EMPHASIS:
- Orientation
- Mechanics Cluster
- Mechanic
- Auto Body
- Dental Hygiene

GROUP SIZE:
- 35 staff/year
- 500 students/year

ENVIRONMENT:
- Large Community College

RESOURCES USED:
- Video Equipment
- Slide/Tape Equipment
- Viewing Stations
- AV Consultants

MATERIALS DEVELOPED:
- Video Tapes
- Slides
- Tapes

EVALUATION:
- Field Tested
- No student performance data

To help build an awareness of career options, the counseling staff at Lane Community College developed a series of audio-visual materials. The materials provide individuals with an opportunity to increase their understanding of job opportunities in various career clusters. The materials further present specific information about the unique and specific characteristics of jobs, e.g. working conditions, training, advancement opportunities, salary range, etc.

MATERIALS DEVELOPED: Video recordings, audio tapes, and slides provide an awareness of career options and facilitate exploration of interest areas. A video tape on career planning provides individuals with an orientation to the world of work. Subsequent tapes and slides deal with the auto mechanic, auto body, mechanics cluster, and dental hygiene. These materials may be obtained from the Resource Center, Oregon Department of Education.

BACKGROUND: A needs assessment was first conducted to determine which community colleges needed the materials in question. The assessment further looked at the specific needs of the instructional program at Lane Community College. Businesses and industrial firms were also contacted to solicit their assistance. The multi-media series was developed with the cooperative effort of external consultants, education service district personnel, third party reviewers, and community college staff.

FOR FURTHER INFORMATION, CONTACT:

Tim Blood
Counselor
Lane Community College
Eugene, Oregon 97405

PROMISING PRACTICE: Comprehensive Exploration/Reality Testing (CERT) in Industrial Technology

Linn-Benton Community College

GROUPS INVOLVED:
Students, grades 13, 14
Faculty, grades 13, 14

PURPOSE:
Program Development

EMPHASIS:
Career Guidance
Counseling
Career Awareness
Career Exploration

GROUP SIZE:
300 students/year
39 staff/year

ENVIRONMENT:
Community College

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
1 "CERT" Laboratory
1 Laboratory Manager

MATERIALS DEVELOPED:
Conceptual Model and Narrative
Operational Manual
Adopter's Guide
Instructional Modules

EVALUATION:
Third Party
No student performance data

A model program of career awareness and occupational exploration has been developed by the Industrial and Apprenticeship Division at Linn Benton Community College. The program titled, "Comprehensive Exploration/Reality Testing" (CERT), affords students the opportunity to become acquainted with the college curriculum, facilities, and career options. Through this program students are exposed to a vast array of careers. They are further given the chance to develop basic skills in communication, measurement, and technology. Individual student career development is facilitated through the use of multi-media instructional modules. The modules are used by students in a specially equipped "CERT" laboratory in the industrial building.

MATERIALS DEVELOPED: A conceptual model of CERT complete with narrative is available for use by potential adopters. An Operational Manual delineates policies, procedures, curriculum requirements, and evaluation considerations. The Adopter's Guide contains suggestions for implementation. Twenty-four individualized career awareness/exploration modules are intended for student use. They include five instructional, six service, eight exploratory, and five essential skills modules. Modules consist of written documents, slides/tapes, and "hands-on" laboratory activities. These materials may be secured through the Resource Center at the Oregon Department of Education.

BACKGROUND: During the 1977-78 winter term a proposal designed to increase career awareness and exploration at the community college level was submitted to the Oregon Department of Education. A team of specialists representing various instructional areas was formed. This team provided a broad base of institutional support to accomplish project goals and objectives. Consultants were contracted to assist with development of the instructional modules. A series of work sessions was held to facilitate acceptance and implementation of "CERT" program concepts, processes, procedures, and materials.

FOR FURTHER INFORMATION, CONTACT:

Dr. Marvin E. Seeman, Director
Industrial and Apprenticeship Division
Linn-Benton Community College
Albany, Oregon 97321

PROMISING PRACTICE: A Model for Vocational (Occupational) Program Review/Termination in Post-Secondary/Secondary Schools in Oregon

Oregon State University

GROUPS INVOLVED:
Administrators 7-14
Teachers 7-14
Business/Industry

PURPOSE:
Program Planning/Evaluation

EMPHASIS:
Career Preparation
Career Specialization

GROUP SIZE:
6 Administrators/year
10 Teachers/year
2 Business/Industry/year

ENVIRONMENT:
Statewide
Community College

RESOURCES USED TO ACCOMPLISH OBJECTIVES:
8 Advisory Committee Members

MATERIALS DEVELOPED:
Technical Report
Procedural Manual
Program Status

EVALUATION:
None

A methodology by which community colleges could systematically delineate, obtain, and provide useful information for judging whether to continue, modify, or terminate occupational education programs was developed by the Manpower Studies Institute at Oregon State University. The system is composed of three basic components. Component I provides a description of and a rationale for the model on reviewing occupational education programs in Oregon community colleges. The second component contains suggested procedures for implementing the program review and decision-making system, conducting follow-up studies of former students and their employers, and documenting information from follow-up studies and other sources in information displays, including summaries of program assessments and decisions on whether to continue, modify, or terminate a program. The system is correlated with the Statewide Evaluation System for Vocational Education: Guidelines ("Discussion Draft," dated July 21, 1978). Criteria and displays for identifying potential deficiencies in meeting the special needs of disadvantaged and handicapped learners and in reducing sex bias and sex-role stereotyping are included in the system.

MATERIALS DEVELOPED: The model is documented in three outputs: (1) a Technical Review describes a methodology for systematically reviewing programs, (2) a handbook of displays which delineates the information necessary for making decisions on program continuation or modification, and (3) a procedural manual which describes the procedures for collecting information and documenting it in the handbook. Contact the Documents Clerk at the Oregon Department of Education for copies of these documents.

PROJECT BACKGROUND: A review of literature was accomplished to establish the state of art in planning and evaluating occupational education programs. Concurrently, administrators of selected community colleges were interviewed to determine the context of and criteria for decision-making on whether to continue, modify, or terminate occupational education programs. Preliminary inquiries were also made into the capacity of institutions to provide useful information for decision-making. A preliminary program review and decision-making model was developed and then reviewed by the project's advisory committee. Criteria for judging programs were derived from the model, and displays for providing information for determining whether or not occupational education programs met those criteria were then developed. The criteria and displays were reviewed by the advisory committee during two separate meetings. Revisions were made based on the committee's advice. Finally, suggested procedures and materials for collecting and documenting information were formulated by the project's staff. They were sent to members of the advisory committee for review and comment.

FOR FURTHER INFORMATION, CONTACT:

Dr. Gary Sorensen, Director
Manpower Studies Institute
Oregon State University
Corvallis, Oregon 97331

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2/28/79

INSTRUCTIONS FOR UPDATING THE JUNE 1977 HANDBOOK,

PROMISING PRACTICES IN OREGON CAREER AND VOCATIONAL EDUCATION

To update your 1977 Handbook do the following:

1. Remove title page (June, 1977) and replace with the revised title page (February, 1979).
2. Remove original Table of Contents and replace with February, 1979 revision.
3. Insert Promising Practices pages A17 and A18 directly behind page A16.
4. Insert Promising Practice page E16 directly behind page E15.
5. Insert Promising Practices pages P12 and P13 directly behind page P11.
6. Insert Promising Practices pages S6, S7, and S8 directly behind page S5.
7. Remove June, 1977 Index and replace with February, 1979 Index.

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PROMISING PRACTICES UPDATE

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